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# SOCIAL STUDIES 23

## EXAMPLES OF STUDENTS' RESPONSES

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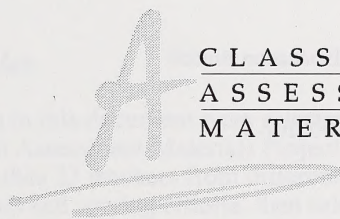






# SOCIAL STUDIES 23

## EXAMPLES OF STUDENTS' RESPONSES



### CLASSROOM ASSESSMENT MATERIALS

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## ***Introduction***

### ***Purpose***

The purpose of this document is to provide teachers, students, parents, and administrators with examples of students' responses that illustrate the provincial standards expected of students who complete Social Studies 23.

### ***Contents***

For each of the written or performance tasks, the *Examples of Students' Responses* document contains

- the student task
- the sample answers and scoring criteria to be used by teachers to evaluate their students' work (these can also be found in the *Teacher Manual*)
- examples of students' responses at each criteria "level"
- commentaries that illustrate and explain how the scoring criteria fit each response.

Each student response in this document is reproduced as it appeared in the assessment; that is, in the students' own handwriting. Because of space limitations, the planning and drafting that may have preceded or accompanied some of the responses may not have been included. However, teachers and other readers should note that research has demonstrated a very strong relationship between the quality of planning and the degree of success in written expression.

### ***Selection of Examples***

The students' responses in this document were selected from those produced during the pilot testing of the Classroom Assessment Materials Project in May and June of 1996. A committee composed of Social Studies 23 teachers from different parts of the province reviewed and validated the assessments and scoring criteria, then selected students' responses.

These examples of students' work illustrate the provincial standards for students who complete Social Studies 23.

### ***Considerations***

Please note that

- the examples presented illustrate specific standards (scoring criteria), but are not necessarily typical of the responses submitted
- the selected responses represent only a few of the possible approaches to each task. None of the examples is intended to serve as a model of a particular approach
- you should consider each student example in light of the constraints of the assessment situation. Under assessment conditions, most students are able to prepare responses that must be considered as first draft only

1. The first part of the paper discusses the importance of understanding the underlying mechanisms of the observed phenomena. This is crucial for developing effective interventions and policies.

2. The second part of the paper reviews the existing literature on this topic. It highlights the strengths and limitations of previous studies and identifies areas for further research.

3. The third part of the paper presents the results of the current study. It includes a detailed description of the methodology used, the data collected, and the statistical analysis performed.

4. The fourth part of the paper discusses the implications of the findings. It explores the potential applications of the results in practice and the broader implications for the field.

5. The fifth part of the paper concludes the paper and provides a summary of the key findings. It also offers suggestions for future research and practical applications.



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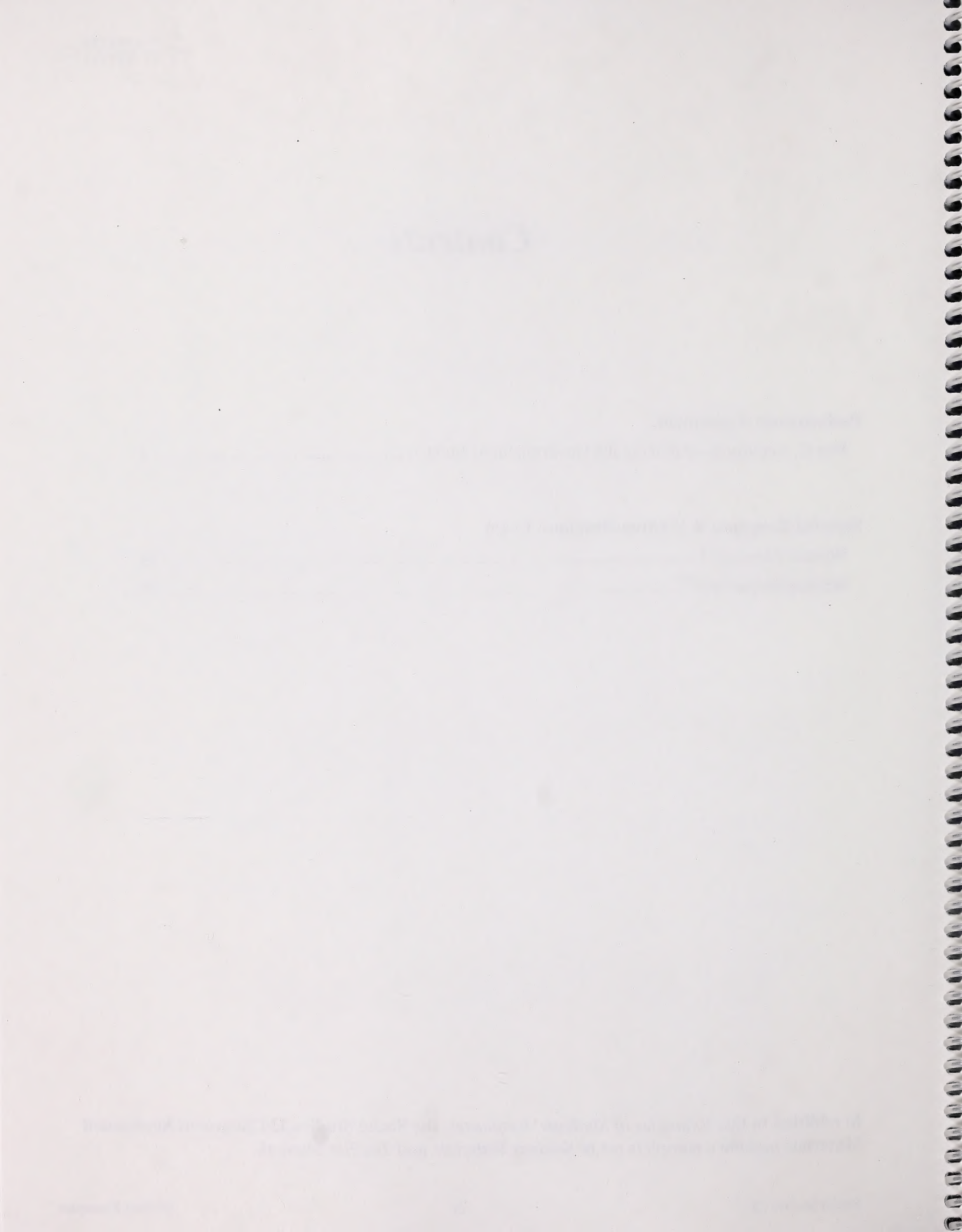
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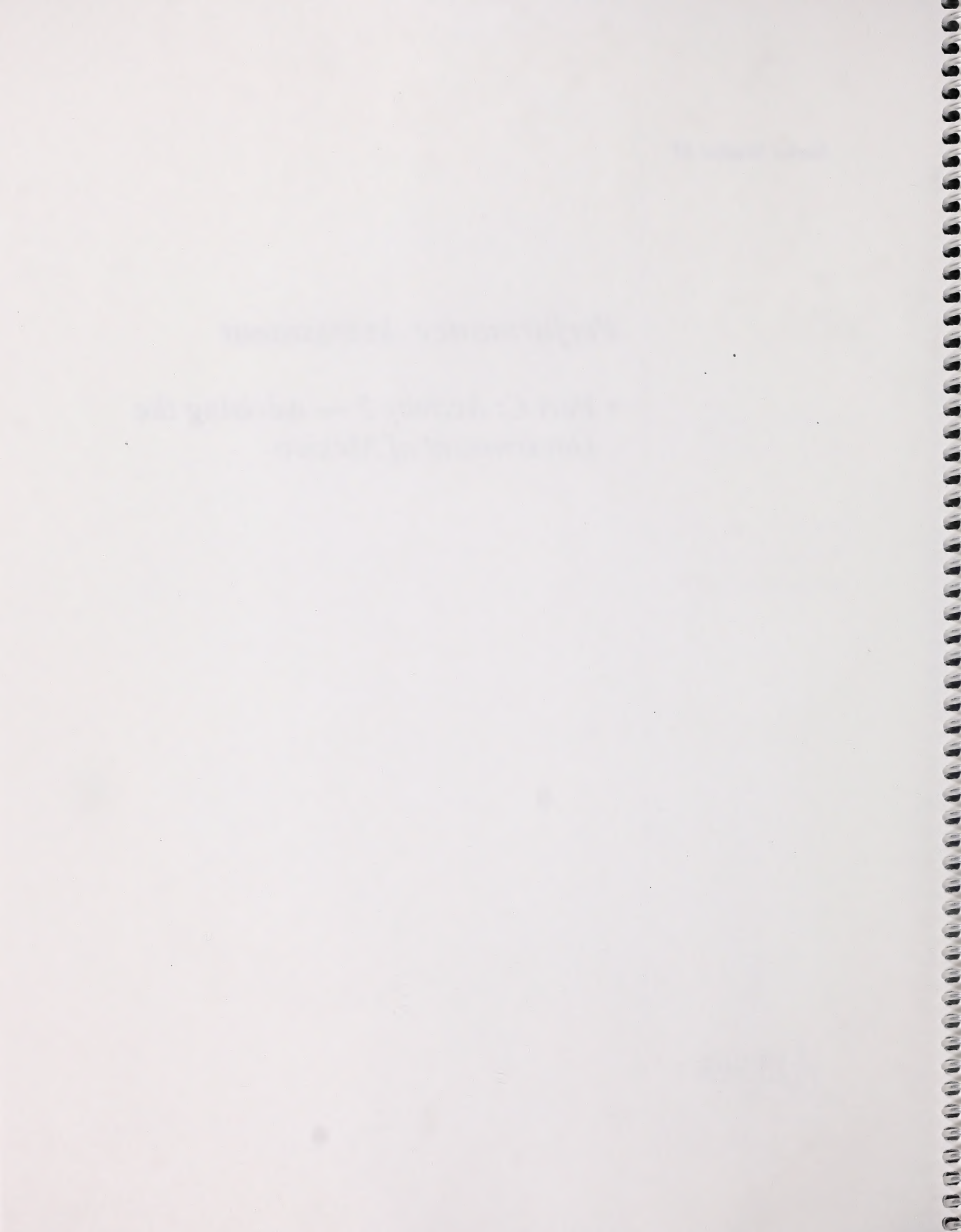
In addition to this *Examples of Students' Responses*, the Social Studies 23 Classroom Assessment Materials include a complete set of *Student Materials* and *Teacher Manual*.





## ***Performance Assessment***

- ***Part C: Activity 2 — Advising the Government of Mexico***



## Part C: Activity 2—Advising the Government of Mexico

### Student Task

Should Mexico proceed with its efforts to rapidly industrialize?

### Example 1—18 out of 18 marks

Score	Scoring Criteria: Ideas
10	<b>Excellent:</b> Ideas are appropriate, thoughtful, and thoroughly developed. The writer demonstrates a confident and perceptive understanding of the assigned task.

Score	Scoring Criteria: Support
5	<b>Excellent:</b> Support is specific, relevant, and accurate. Evidence and/or examples purposefully reinforce the ideas of the writer.

Score	Scoring Criteria: Communication of Ideas
3	<b>Excellent/Competent:</b> The writing is effectively organized. Vocabulary is specific, accurate, and appropriate. The writer demonstrates competent control of sentence construction, grammar, and mechanics. The writing is clear.

### Student Response

To the President of Mexico:

I strongly believe that you should increase your efforts to rapidly industrialize Mexico although Mexico is already in debt \$100 million U.S dollars that can easily be paid back once everything is organized. Your country has already come along the majority of the way, the GDP has increased from \$428 in 1965 to \$2800 in 1990 which is really impressive.

Continued



Continued

## Student Response

the literacy rate has increased 20% in the past 25 years and your major exports have improved. Those are just a few of the things that I have noticed and become very impressed with.

I know that you are worried about the disadvantages such as the increase in population, increase in pollution, people losing their cultural background and people being replaced with ~~machines~~ machines in the workforce. With all of the advanced technologies that we have now I am sure we can find a solution to every problem in time. Don't worry about what people will think of you if you continue ~~to~~ with this once every thing is done you will be viewed as a God!

You also have to look at the positive side of this matter. Mexico will have a higher standard of living which you have been trying for for a great deal of time now. Longer life expectancy and less infant mortalities will occur due to the improved health care system and people will also live longer. There will be better education so our future generations can enjoy high paying salaries with the demand for good workers. Your communication with the rest of the world will improve through computers, telephones and improved transportation.

I hope that have helped you reach the decision of rapidly industrializing Mexico, if not for your sake, do it for the people living in the filthy slums who are desperately trying to get by.

Continued

*Continued*

### ***Commentary: Ideas***

#### ***The student***

- recognizes alternative points of view on the issue of industrialization (e.g., “I know that you are worried about the disadvantages such as the increase in population,” “you also have to look at the positive side of the matter”)
- offers perceptive and thoughtful ideas regarding the benefits to Mexico of continued industrialization (e.g., “your communication with the rest of the world will improve through computers telephones and improved transportation”)

### ***Commentary: Support***

#### ***The student***

- selects relevant and accurate information to reinforce the ideas offered (e.g., “the GNP has increased from \$428 in 1965 to \$2800 in 1990,” “the literacy rate has increased 20% in the past 25 years”)
- recognizes and enumerates the socio-economic benefits of industrialization (e.g., longer life expectancy, lower infant mortality, improved health care, better education) to support the position taken

### ***Commentary: Communication of Ideas***

#### ***The student***

- effectively organizes the composition (each paragraph serves a distinct purpose)
- utilizes vocabulary that is specific, accurate, and appropriate (e.g., “advanced technologies,” “workforce,” “cultural background”)
- demonstrates a competent control of sentence construction, grammar, and mechanics, despite several spelling errors and run-on sentences

## Example 2—15 out of 18 marks

Score	Scoring Criteria: Ideas
8	<b>Competent:</b> Ideas are appropriate and purposeful. The writer demonstrates a competent and clear understanding of the assigned task.

Score	Scoring Criteria: Support
4	<b>Competent:</b> Support is relevant and accurate. Evidence and/or examples effectively reinforce the ideas of the writer.

Score	Scoring Criteria: Communication of Ideas
3	<b>Excellent/Competent:</b> The writing is effectively organized. Vocabulary is specific, accurate, and appropriate. The writer demonstrates competent control of sentence construction, grammar, and mechanics. The writing is clear.

### Student Response

To the President of Mexico:

Mexico is and always will be a vital trading and economical country. With the wide variety of Mexican food, style, grace, and hospitality. Mr. President you should industrialize carefully which means, proceed slowly, carefully, ~~and~~ before making a decision, that affects many people that inhabit your country.

The main problem with industrialization is pollution, because if pollution is not controlled then other countries will most likely want to trade with a cleaner country. Pollution is a funny problem which cannot be explained because, ~~and~~ on one hand the industrialized world is telling you to industrialize, but on the other hand the countries are also telling not to pollute when they have been doing it for

Continued



Continued

## Student Response

A number of years. So you must decide away to show the world, how to industrialize safely, cost efficiently and not disturb the environment.

Another fact is the conditions the people in your country are forced to live in every day with several people living in places that are ~~or~~ called "discusting" to the modern world. Mr. President you must find a way to give these people the necessities they and every other human deserves. for example - proper housing, medical care, food, electricity, clothing. and any other means to survive and enjoy life.

Finally Mr. President I want touch upon the factor Farmers running into your cities instead of supplying food for your people. Mr. President you should reward your farmers for the production that they do and any other manufacturing otherwise that produce lots should reward to sustain that type production that it isn't lost. It would also cut down on the amount you ~~import~~ <sup>import</sup> and it might increase the amount you export to other countries increasing your economy and production industry.

Thank you Mr. President for your time and for me to touch upon some topics. Your country ~~has~~ <sup>are</sup> problems but what country doesn't, all you have to be is the best country you can be and never give up on what causes you are going to fight, and never be mad to grow smartly.

Continued

*Continued*

***Commentary: Ideas***

*The student*

- offers ideas that are appropriate and purposeful (e.g., “proceed slowly, carefully, before making a decision, that affects many people that inhabit your country”)
- demonstrates a competent and clear understanding of the assigned task that is evident in the discussion of dilemmas related to industrialization and quality of life

***Commentary: Support***

*The student*

- effectively reinforces ideas with support that is general, but well chosen and appropriate (e.g., pollution, poverty, rapid urban growth are used to demonstrate the need to proceed with industrialization at a cautious pace)

***Commentary: Communication of Ideas***

*The student*

- assembles a composition that is effectively and logically organized (an introductory paragraph followed by three paragraphs, each with a distinct focus, and a concluding paragraph)
- selects vocabulary that is specific and appropriate (e.g., “cost-efficiently,” “necessities,” “sustane”)
- has made some errors of spelling and grammar; however, the overall effect of the composition is impressive

## Example 3—11 out of 18 marks

Score	Scoring Criteria: Ideas
6	<b>Satisfactory:</b> Ideas are general and straightforward. The writer demonstrates an acceptable understanding of the assigned task.

Score	Scoring Criteria: Support
3	<b>Satisfactory:</b> Support is relevant, but may be general and incompletely developed. The support may contain minor errors. Evidence and/or examples generally reinforce the ideas of the writer.

Score	Scoring Criteria: Communication of Ideas
2	<b>Satisfactory:</b> The writing is functionally organized. Vocabulary is clear and generally accurate, but not specific. The writer demonstrates a satisfactory control of sentence construction, grammar, and mechanics. Minor errors do not interfere with communication. The writing is generally clear.

Student Response
<p>To the President of Mexico:</p> <p>I believe Mexico should continue on its path to industrialization for a few reasons. One being that it is an important step in the economic development of the country and because it is important for this country to become more in contact with other industrialized countries. Also the benefits to itself as a country are good as well. The health care introduced to this country brings up the rate of infant mortality and the rate of an average persons life. These peoples standard of living is higher in the upper and middle</p>

Continued



Continued

**Student Response**

Classes and there children are being educated with the kind of knowledge that they will need in the future to ~~ex~~ expand there country and there own future.

There are some disadvantages, such as short ~~the~~ term poverty in the lower class and "slums" in major city areas but I beleive in time these people will grow and possible become part of the middle class because of educations and choice in government.

I beleive that these advantages for outweigh the disadvantages and make it worth while to spend effort building the economy of mexico on industrialization.

Continued

*Continued*

***Commentary: Ideas***

***The student***

- provides numerous general ideas (e.g., “if [industrialization] is an important step in the economic development of the country,” “the benefits to itself . . . are good as well”)
- recognizes that, along with benefits, industrialization also creates problems, thus demonstrating an acceptable understanding of the assigned task

***Commentary: Support***

***The student***

- provides supporting evidence that is general in nature and reinforces the student’s ideas (e.g., the benefits of health care, education, and a higher standard of living are mentioned)

***Commentary: Communication of Ideas***

***The student***

- applies vocabulary that is generally accurate but not specific (“the benefits to itself as a country are good as well”)
- organizes the composition functionally, by beginning with a discussion of the benefits of industrialization and concluding with a discussion of the problems created by industrialization
- writes in a manner that is generally clear
- commits errors in sentence construction and mechanics that are somewhat distracting

Example 4—7 out of 18 marks

Score	Scoring Criteria: Ideas
4	<b>Limited:</b> Ideas are limited and overgeneralized. The writer demonstrates a limited understanding of the assigned task.

Score	Scoring Criteria: Support
2	<b>Limited:</b> The support is superficial and may not always be relevant. The support may contain errors. The evidence and/or examples are somewhat related to the ideas of the writer, but a limited link is made.

Score	Scoring Criteria: Communication of Ideas
1	<b>Limited/Poor:</b> The writing demonstrates faltering organization. Vocabulary is general but may be ineffective and/or inappropriate. The writer demonstrates a lack of control of sentence construction, grammar, and mechanics. The writing is uneven and/or unclear.

Student Response
<p>To the President of Mexico:</p> <p>The proceed of Mexico efforts to rapidly industrialize should not continue for these reasons: Workers are getting paid for the long hours they work. The sanitary in the factories cause the workers to have a lower life expectancy than the workers that have better areas to work in. Safety is not kept up to date, there are so many hazards, even death is a common factor. The factories being so dusty and uncleaned the workers that work there get a higher chance</p>

Continued



*Continued***Student Response**

of them getting some kind of disease. If they continue the industrialization, more farmers will want to move into the city, and then the city will become overpopulated even more than it already is. The higher living of standard will drop because of this factor. With factories running 24hrs a day, population will increase by more people, more vehicles, and waste. If we can keep the industrialization down to a bare minimum, we should be okay if we can improve factories, wages, city and towns. Thank you for your time.

*Continued*

*Continued*

***Commentary: Ideas***

*The student*

- offers ideas that are limited and overgeneralized (“some kind of disease,” “the sanatory in the factories cause the workers to have a lower life expectancy”)
- provides ideas that demonstrate a limited understanding of the assigned task (e.g. “if we can keep the industrialization down to a bare minumium, we should be okay if we can improve factories, wages, city and towns”)

***Commentary: Support***

*The student*

- provides supporting evidence that is superficial and highly generalized (e.g., “if they continue the industrialization, more farmers will want to move into the city”)
- offers evidence that is somewhat related to the central idea of the composition that industrialization should not continue

***Commentary: Communication of Ideas***

*The student*

- creates a composition with discernible ordering evident
- lacks control of sentence construction, grammar, and mechanics (e.g., the opening sentence)
- selects vocabulary that is general and lacking effectiveness

## Example 5—4 out of 18 marks

Score	Scoring Criteria: Ideas
2	<b>Poor:</b> Ideas are minimal and/or tangential. The writer demonstrates a minimal understanding of the assigned task.

Score	Scoring Criteria: Support
1	<b>Poor:</b> Support, if present, is superficial, incomplete, and/or marginally relevant. Errors are commonplace. The evidence and/or examples, if present, are of minimal relationship to the ideas expressed.

Score	Scoring Criteria: Communication of Ideas
1	<b>Limited/Poor:</b> The writing demonstrates faltering organization. Vocabulary is general but may be ineffective and/or inappropriate. The writer demonstrates a lack of control of sentence construction, grammar, and mechanics. The writing is uneven and/or unclear.

## Student Response

To the President of Mexico:

I think they should have there industrializes as long as they control there population and make there country a clean and safe place to live. The country has to work together and to make employment and health care to ~~the~~<sup>these</sup> who need it. ~~the place~~ Make sure ~~the~~ recycle and reuse ~~the~~ that can the use again. The should look ~~in~~ in the future and see how it ~~should~~ would look with garbage and bottle, cars on the side of the road. The should use industrializes for making clothing, food, and for other thing.

Continued



*Continued*

***Commentary: Ideas***

*The student*

- provides specific but minimal ideas (e.g., “the country has to work together and to make employment and health care to those who need it”)
- demonstrates a minimal understanding of the assigned task

***Commentary: Support***

*The student*

- fails to provide support in the form of evidence or examples; however, when taken as a whole, the composition does defend a need to proceed with industrialization at a cautious pace

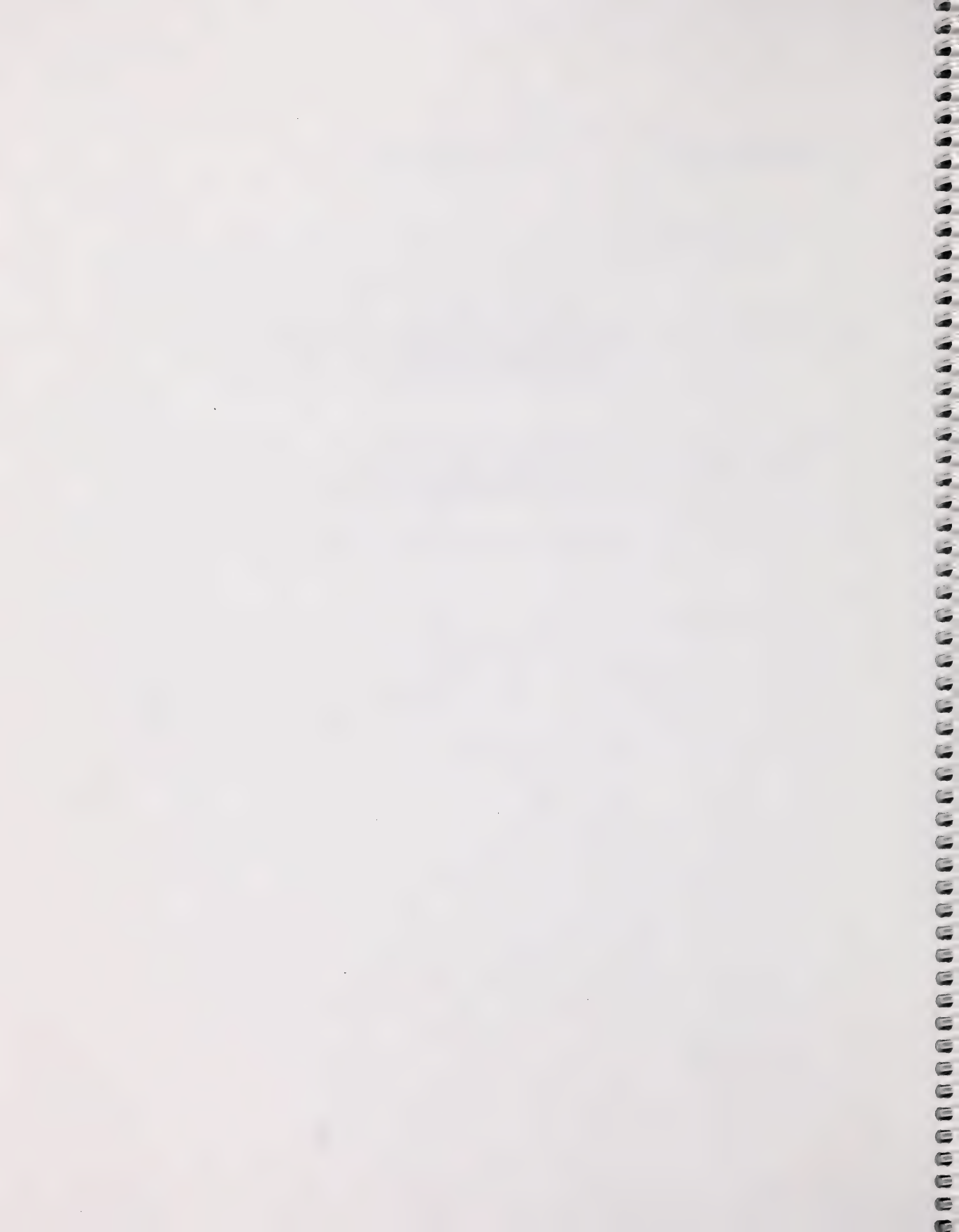
***Commentary: Communication of Ideas***

*The student*

- demonstrates faltering organizational skills (lack of paragraphing, lack of connection from sentence to sentence)
- selects vocabulary that is general and ineffective (e.g., “the should use Industrializes for making clothing, food, and for other thing”)
- produces writing that is unclear

## ***Selected-Response & Written-Response Exam***

- ***Written Response I***
- ***Written Response II***





## Written Response I

### Student Task

On the following pages, three students are presenting information about the French Revolution. Each student's presentation has been started for you. Complete all three presentations using relevant ideas and support.

### Example 1—15 out of 15 marks

Score	Scoring Criteria: Ideas and Support
10	<b>Excellent:</b> Ideas and explanations are thoughtful and thorough. Support is specific, relevant, and accurate. The writer demonstrates a confident and perceptive understanding of the assigned task.

Score	Scoring Criteria: Communication of Ideas
5	<b>Excellent:</b> The writing is effectively organized. Vocabulary is specific, accurate, and effective. The writer demonstrates confident control of sentence construction, grammar, and mechanics. The writing is fluent.

### Student Response



The French Revolution was necessary. Conditions in France before the Revolution were unfair. For example,

Student I

before the French Revolution taxation was very unfair. The poorest people were paying the highest taxes, while the richest were paying little to none. The Third Class was paying 84% of the taxes, the Second Class was paying 10%,

*Continued*

Continued

### Student Response

and the richest class was only paying 6% of these taxes. Not only was it unfair in who was paying, but the Third Class had no say on how these taxes they were paying went.

Unfortunately, many terrible events occurred during the French Revolution, such as



Student II

the Reign of Terror. During the French Revolution's Reign of Terror many people were killed. These people were killed if they were even suspected of being against the Revolutionary ways. Out of these people very few would even have a trial. The king himself was executed during this time. Other countries waged war on France for the fear that if it was not stopped <sup>Revolution's</sup> ~~Revolution~~ might start in their countries.



However, there were many beneficial results. For instance,

Student III

the Tennis Court Oath, which lead to the Declaration of the Rights of Man. This constitution stated that all men are born and remain equal in rights, all men should

Continued

*Continued*

### ***Student Response***

have the same laws and it made  
the taxation more equal for all  
citizens. Not only for the people  
of that time, but for all men to  
follow this constitution has made  
it so we are all equal, and have  
laws to keep it that way.

### ***Commentary: Ideas and Support***

#### ***The student***

- demonstrates a confident and perceptive understanding of the assigned task by addressing all three parts of the question with specific, appropriate examples (e.g., the comment on the international reaction to France's revolution)
- offers ideas and explanations that are thoughtful and thorough (e.g., "not only for the people of that time, but for all men to follow this constitution has made it so we are all equal, and have laws to keep it that way")
- provides support that is specific, relevant, and accurate (e.g., "these people were killed [during the Reign of Terror] if they were even suspected of being against the Revolutionary ways")

### ***Commentary: Communication of Ideas***

#### ***The student***

- effectively links sentence to sentence, creating a fluent composition
- uses vocabulary that is effective and accurate (e.g., "the Revolutionary ways," "waged war," "this constitution stated")
- has a confident control of sentence construction, grammar, and mechanics, with only minor errors that do not detract from the writing



Example 2—12 out of 15 marks

Score	Scoring Criteria: Ideas and Support
8	<b>Competent:</b> Ideas and explanations are appropriate and purposeful. Support is relevant and accurate. The writer demonstrates a competent and clear understanding of the assigned task.

Score	Scoring Criteria: Communication of Ideas
4	<b>Competent:</b> The writing is competently organized. Vocabulary is specific, accurate, and appropriate. The writer demonstrates competent control of sentence construction, grammar, and mechanics. The writing is clear.

Student Response



The French Revolution was necessary. Conditions in France before the Revolution were unfair. For example,

Student I

The 3<sup>rd</sup> estate was treated very unfairly regarding taxation. They had the majority of the population, but they were worked the hardest, and paid the heaviest taxes. They usually lived in shabby old houses, ~~or~~, for the poorer of the 3<sup>rd</sup> estate, on the street. Life before the French Revolution was very hard for the 3<sup>rd</sup> estate, thus proving the fact that the French Revolution was necessary for many people.

Continued

Continued

## Student Response

Unfortunately, many terrible events occurred during the French Revolution, such as



Student II

the storming of the Bastille, and the Reign of Terror. Many innocent people died in the hands of these two events. The Reign of Terror took the lives away from many people. Who's opinion was that the French Revolution should not happen as well, many people <sup>who</sup> were <sup>only</sup> accused of going against the French Revolution ~~anywhere~~ ~~in~~ ~~the~~ ~~country~~ sentenced to death, often without a trial.



However, there were many beneficial results. For instance,

Student III

the fall of the monarchy many people gained many rights and freedoms due to this event the Declaration of the Rights of Man was created, and many people, for the first time in their lives, got an every equal chance at life with the rest of the population.

Continued

*Continued*

***Commentary: Ideas and Support***

*The student*

- demonstrates a competent and clear understanding of the assigned task by clearly relating examples that directly address the three parts of the task
- clearly understands what is required content for each of the three parts of the assigned task
- offers ideas that are appropriate and purposeful (e.g., “many innocent people died in the hands of these two events,” “many people who were only accused of going against the French Revolution where sentenced to death, often without a trial”)
- includes relevant support (e.g., the Declaration of Rights of Man is cited to support the statement that “people gained many rights and freedoms”)

***Commentary: Communication of Ideas***

*The student*

- creates a composition that is clearly and competently organized
- selects vocabulary that is appropriate (e.g., “the fall of the monarchy,” “regarding taxation”)
- demonstrates competent control of sentence construction, grammar, and mechanics (e.g., the last sentence of the first paragraph)



## Example 3—9 out of 15 marks

Score	Scoring Criteria: Ideas and Support
6	<b>Satisfactory:</b> Ideas and explanations are general and straightforward. Support is relevant, but may be general and incompletely developed. The support may contain minor factual errors. The writer demonstrates an acceptable understanding of the assigned task.

Score	Scoring Criteria: Communication of Ideas
3	<b>Satisfactory:</b> The writing is functionally organized. Vocabulary is clear and generally accurate, but not specific. The writer demonstrates a satisfactory control of sentence construction, grammar, and mechanics. Minor errors do not interfere with communication. The writing is clear.

## Student Response



The French Revolution was necessary. Conditions in France before the Revolution were unfair. For example,

Student I

The peasants had to pay  
~~the~~ most of the taxes in ~~France~~  
France. The peasants also  
had 600 people in parliament  
but only counted as one  
vote.

Unfortunately, many terrible events occurred during the French Revolution, such as



Student II

the storming of the Bastille  
a French prison. There was  
also a ~~long~~ reign of terror  
which many people were guillotined  
for treason on France.

Continued

Continued

### Student Response



Student III

However, there were many beneficial results. For instance,

The taxes were made more even for the people of France. The Declaration of the rights of man were introduced. The declaration of the rights of man gave the people of France rights they never had before. Trial by Jury was introduced to ensure a fair but speedy trial.

### Commentary: Ideas and Support

#### The student

- demonstrates an acceptable understanding of the assigned task. Each of the three parts is on topic.
- offers ideas that are general (e.g., "there was also a reign of terror which many people were guillotened For treason on France")
- includes support that is relevant, but contains minor factual errors (e.g., in the first paragraph the student refers to "peasnts" rather than the entire Third Estate)

### Commentary: Communication of Ideas

#### The student

- organizes the composition functionally
- selects vocabulary that is clear and generally accurate (e.g., "storming," "ensure")
- demonstrates satisfactory control of sentence construction, grammar, and mechanics; most sentences are complete
- has committed minor errors that do not seriously interfere with communication (e.g., "parliment," "guillotened")

### Example 4—6 out of 15 marks

Score	Scoring Criteria: Ideas and Support
4	<b>Limited:</b> Ideas and/or explanations are limited and overgeneralized or redundant, but discernible. The support is superficial and may not always be relevant. The support may contain factual errors. The writer demonstrates a limited understanding of the assigned task.

Score	Scoring Criteria: Communication of Ideas
2	<b>Limited:</b> The writing is discernibly organized, but the ordering is inconsistent. Vocabulary is general and/or imprecise and/or inappropriate. The writer demonstrates a faltering control of sentence construction, grammar, and mechanics. The writing is uneven and/or incomplete.

### Student Response



The French Revolution was necessary. Conditions in France before the Revolution were unfair. For example,

Student I

The nobility had all the power. There was absolutely ~~now~~ way a serf or one of the regular class people could ever become in power. The serfs paid the most taxes but still owned the least amount of land.

Unfortunately, many terrible events occurred during the French Revolution, such as



Student II

The reign of Terror and the Battle of Verdun.

Continued



Continued

### Student Response



However, there were many beneficial results. For instance,

Student III

Through all the action that  
went on, it gave the lower class  
alot more rights, ~~for~~ it also  
sort out all the poor lords.

### Commentary: Ideas and Support

#### The student

- demonstrates a limited understanding of the assigned task as shown by the vague nature of the responses
- offers explanations that are limited (e.g., the Reign of Terror is mentioned without any elaboration)
- provides support that is superficial (e.g., “through all the action that went on, it gave the lower class alot more rights”)
- includes factual errors (e.g., “the Battle of Versail”)

### Commentary: Communication of Ideas

#### The student

- organizes the composition discernibly, but the work is incomplete
- selects vocabulary that is imprecise (e.g., “through all the action,” “the serfs paid the most taxes”)
- demonstrates faltering control of sentence construction, grammar, and mechanics (e.g., “it also sort out all the poor lords”)

## Example 5—3 out of 15 marks

Score	Scoring Criteria: Ideas and Support
2	<b>Poor:</b> Ideas and/or explanations are minimal, tangential, or absent. Support, if present, is superficial, incomplete, and/or marginally relevant. Errors are commonplace. The writer demonstrates a minimal understanding of the assigned task.

Score	Scoring Criteria: Communication of Ideas
1	<b>Poor:</b> The writing is disorganized. The selection and use of vocabulary are ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. The writing is unclear.

## Student Response



The French Revolution was necessary. Conditions in France before the Revolution were unfair. For example,

Student I

the poor people paid way more  
taxes than the rich people did

Unfortunately, many terrible events occurred during the French Revolution, such as



Student II

many people were killed



However, there were many beneficial results. For instance,

Student III

France became a better place for  
the citizens.

Continued

*Continued*

***Commentary: Ideas and Support***

***The student***

- demonstrates a minimal understanding of the assigned task by citing unspecific, general examples that do not apply to the French Revolution in particular
- offers minimal ideas with no explanation (e.g., “many people were killed”)

***Commentary: Communication of Ideas***

***The student***

- has minimized the chance of error by completing just three sentences
- selects vocabulary that is ineffective (e.g., “way more taxes,” “a better place”)

## Written Response II

### Student Task

Write a letter to a friend in which you describe what life is like for the people of Plantania. In your letter, discuss such things as the work people do, their lifestyles, and the facilities (buildings, roads, parks, schools, etc.) that you have seen in Plantania.

### Example 1—15 out of 15 marks

Score	<i>Scoring Criteria: Ideas and Support</i>
<b>10</b>	<b>Excellent:</b> Ideas and explanations are thoughtful and thorough. Support is specific, relevant, and accurate. The writer demonstrates a confident and perceptive understanding of the assigned task.

Score	<i>Scoring Criteria: Communication of Ideas</i>
<b>5</b>	<b>Excellent:</b> The writing is effectively organized. Vocabulary is specific, accurate, and effective. The writer demonstrates confident control of sentence construction, grammar, and mechanics. The writing is fluent.

### Student Response

Dear \_\_\_\_\_

It is my last day here in Plantania, and what an unbelievable month it has been! I've seen things that are completely obsolete or unheard of at home. Life here is based mostly upon the primary industries. Raising cattle or farming is how most of

*Continued*



Continued

### Student Response

the population makes a living. The farming techniques are so primitive that the amount that is actually produced is often insufficient.

Also, most of the farmers here have unwisely chosen to grow cash crops rather than food for themselves.

Coffee, cotton and sugar are their only major exports.

There are a limited three roads, all branching off of each other, that connect the only five cities here.

Urban life for the Plantationers is difficult. More than three quarters of them are illiterate and the unemployment rate is higher than 20%. Health-care is poor - there are few clinics or hospitals - the average life expectancy is <sup>only</sup> forty-seven years.

Their lifestyle is so drastically different from ours. In the month that I've been here I've seen very few schools, parks or any form of recreational facilities. The buildings are substandard and poorly constructed. They look weak and unstable. Yet people live

Continued

*Continued***Student Response**

and work in them every-day. Actually  
to be able to live or work in one  
is lucky. So many people are here  
on the streets, starving and dirty.  
I feel bad for these people...  
developing has been hard on them

**Commentary: Ideas and Support***The student*

- demonstrates a confident and perceptive understanding of the assigned task
- uses statistical information as a resource from which to paint a realistic portrait of life in a developing nation (e.g., instead of simply referring to the three major exports the writer states that “most of the farmers here have unwisely chosen to grow cash crops”)
- offers ideas and explanations that are thoughtful (e.g., the concluding paragraph)
- chooses support that is relevant and accurate, taking statistical fact and suggesting, appropriately, a socio-economic condition that mirrors the fact (e.g., the reference to reasons for a short life expectancy)

**Commentary: Communication of Ideas***The student*

- writes fluently and effectively, structuring the composition in an orderly and logical fashion
- uses vocabulary that is specific, accurate, and effective (e.g., “Primary Industries,” “insufficient,” “substandard,” “cash crops”)
- demonstrates confident control of sentence construction, grammar, and mechanics that is best made evident by reading the entire composition

## Example 2—12 out of 15 marks

Score	Scoring Criteria: Ideas and Support
8	<b>Competent:</b> Ideas and explanations are appropriate and purposeful. Support is relevant and accurate. The writer demonstrates a competent and clear understanding of the assigned task.

Score	Scoring Criteria: Communication of Ideas
4	<b>Competent:</b> The writing is competently organized. Vocabulary is specific, accurate, and appropriate. The writer demonstrates competent control of sentence construction, grammar, and mechanics. The writing is clear.

### Student Response

Dear Scott

I am writing you to share my thoughts on my visit to Plantania. This country has its beautiful country side with its mountain ranges, its deep forest, and the open farmers fields. This country is perfect from the rural view. Then you meet the edge of the rural greatness and meet the urban slums. The countries cities show the true life for the majority of the people who live here. The people here work hard, but the average person only make 3 278 dollars american in one whole year that's terrible. They can't afford decent food or shelter. In the slums of the city I am amazed that there is not much disease there. The average age here is 47 years. The people work there.

Continued

Continued

**Student Response**

Selves into an early grave. Most of the people have remedial jobs because they can not read or have any education at all. Most of the country is mountainous and large forests the people are lucky they can produce nearly enough food to survive.

The country is in such economic trouble they export mostly Cotton, Sugar and coffee. They have a small amount of mineral deposits at their disposal but they have no industry to do anything with them. This country is quite underdeveloped if you consider hardly any routes to travel or even transport goods from all four corners of their own country. This country is made up of farmers and poor laborers; there is not much recreational programs or parks or many cities in this poor land.

Well I'm coming home soon, and I hope to show you my pictures of the country side.

Continued



*Continued*

***Commentary: Ideas and Support***

*The student*

- demonstrates a competent and clear understanding of the assigned task
- recognizes that this nation has serious socio-economic problems yet also has its own appealing features (e.g., “then you meet the edge of the rural greatness and meet the urban slums”)
- offers ideas and explanations that are appropriate and purposeful, such as identifying the connection between a lack of education and a low standard of living
- provides some statements that, although they demonstrate a thoughtful understanding, beg further elaboration (e.g., “the country is in such economic trouble they export mostly cotton, sugar and coffee”)

***Commentary: Communication of Ideas***

*The student*

- writes clearly
- generally selects vocabulary that is accurate and appropriate (e.g., “at their disposal,” “underdeveloped,” “routes,” “labourers”)
- demonstrates competent control of sentence construction, grammar, and mechanics, despite several run-on sentences and spelling errors

### Example 3—9 out of 15 marks

Score	Scoring Criteria: Ideas and Support
6	<b>Satisfactory:</b> Ideas and explanations are general and straightforward. Support is relevant, but may be general and incompletely developed. The support may contain minor factual errors. The writer demonstrates an acceptable understanding of the assigned task.

Score	Scoring Criteria: Communication of Ideas
3	<b>Satisfactory:</b> The writing is functionally organized. Vocabulary is clear and generally accurate, but not specific. The writer demonstrates a satisfactory control of sentence construction, grammar, and mechanics. Minor errors do not interfere with communication. The writing is clear.

Student Response
<p>Dear Friend:</p> <p>The nation I have visited is not very developed compared to what we have here in north america,</p> <p>There pollution is not as bad due to the fact that they are not industrialized. About one third of there land is desert areas</p> <p>There medical and health organizations are poor, creating</p>

Continued

Continued

## Student Response

a low life expectancy rate  
of 47 years,

Only about 24% of there  
people can read and write,  
making it harder to develop

when I walk through the  
streets I mostly see  
poverty and undernourished  
children,

They have very few raw  
materials to work with, they  
close to useless exports.

I am glad we live here in  
North America but we still  
have to do something with  
our environment.

your pal,

Continued

*Continued*

### ***Commentary: Ideas and Support***

#### ***The student***

- demonstrates an acceptable understanding of the assigned task
- offers ideas that are general and straightforward (e.g., “there pollution is not as bad due to the fact that they are not industrialized”)
- provides support that is relevant but general (e.g., “only about 24% of there people can read and write, making it harder to develope”)
- includes minor factual error (e.g., “about one third of there land is desert areas”)

### ***Commentary: Communication of Ideas***

#### ***The student***

- creates a composition that is functionally organized; there is a beginning, middle, and conclusion
- selects vocabulary that is general rather than specific (e.g., “there medical and health organizations are poor,” “close to useless exports”)
- commits minor errors of spelling and mechanics (e.g., “north america,” “healt,” “develope”); however, these do not seriously detract from the readability of the composition
- demonstrates satisfactory control of sentence construction



### Example 4—6 out of 15 marks

Score	Scoring Criteria: Ideas and Support
4	<b>Limited:</b> Ideas and/or explanations are limited and overgeneralized or redundant, but discernible. The support is superficial and may not always be relevant. The support may contain factual errors. The writer demonstrates a limited understanding of the assigned task.

Score	Scoring Criteria: Communication of Ideas
2	<b>Limited:</b> The writing is discernibly organized, but the ordering is inconsistent. Vocabulary is general and/or imprecise and/or inappropriate. The writer demonstrates a faltering control of sentence construction, grammar, and mechanics. The writing is uneven and/or incomplete.

Student Response
<p>Dear friend</p> <p>Most of the people here work in the agriculture or ranching business. Plantania has a lot of agriculture and ranching. The people here that live in the cities probably live in poverty because they have a low life expectancy, a low literacy rate, a low Gross National Product per capita, little major roads and cities and little mineral resources. Plantania has a low unemployment rate. There are very little mineral resources available in Plantania.</p>

Continued

*Continued*

***Commentary: Ideas and Support***

*The student*

- offers ideas that are overgeneralized and redundant but discernible (e.g., the first two sentences)
- provides support that, while relevant, demonstrates a limited understanding of the assigned task (e.g., “the people here that live in the cities probably live in poverty”)
- focuses a great proportion of the composition on simply reciting the statistics provided, without discussing their full significance

***Commentary: Communication of Ideas***

*The student*

- creates a composition that is discernibly organized in a single paragraph
- uses vocabulary that is general and imprecise (e.g., “alot of agriculture,” “little major roads”)
- has a basic control of sentence structure, although most are simple sentences

Example 5—3 out of 15 marks

Score	Scoring Criteria: Ideas and Support
2	<b>Poor:</b> Ideas and/or explanations are minimal, tangential, or absent. Support, if present, is superficial, incomplete, and/or marginally relevant. Errors are commonplace. The writer demonstrates a minimal understanding of the assigned task.

Score	Scoring Criteria: Communication of Ideas
1	<b>Poor:</b> The writing is disorganized. The selection and use of vocabulary are ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. The writing is unclear.

Student Response
<p>Dear Friend</p> <p>the life in Plantania very crowded  there are over one million cities  the agricultural production is alot  and their semi-and grazing land  is quite a few, they have lots  of mountains, not much forest  though. There really is no major  roads, they have lots of land for  cows and animals there cities  are not that big not very many  schools. There population is 32%  not that big. But I better  go more things to venture.</p>

Continued

*Continued*

***Commentary: Ideas and Support***

*The student*

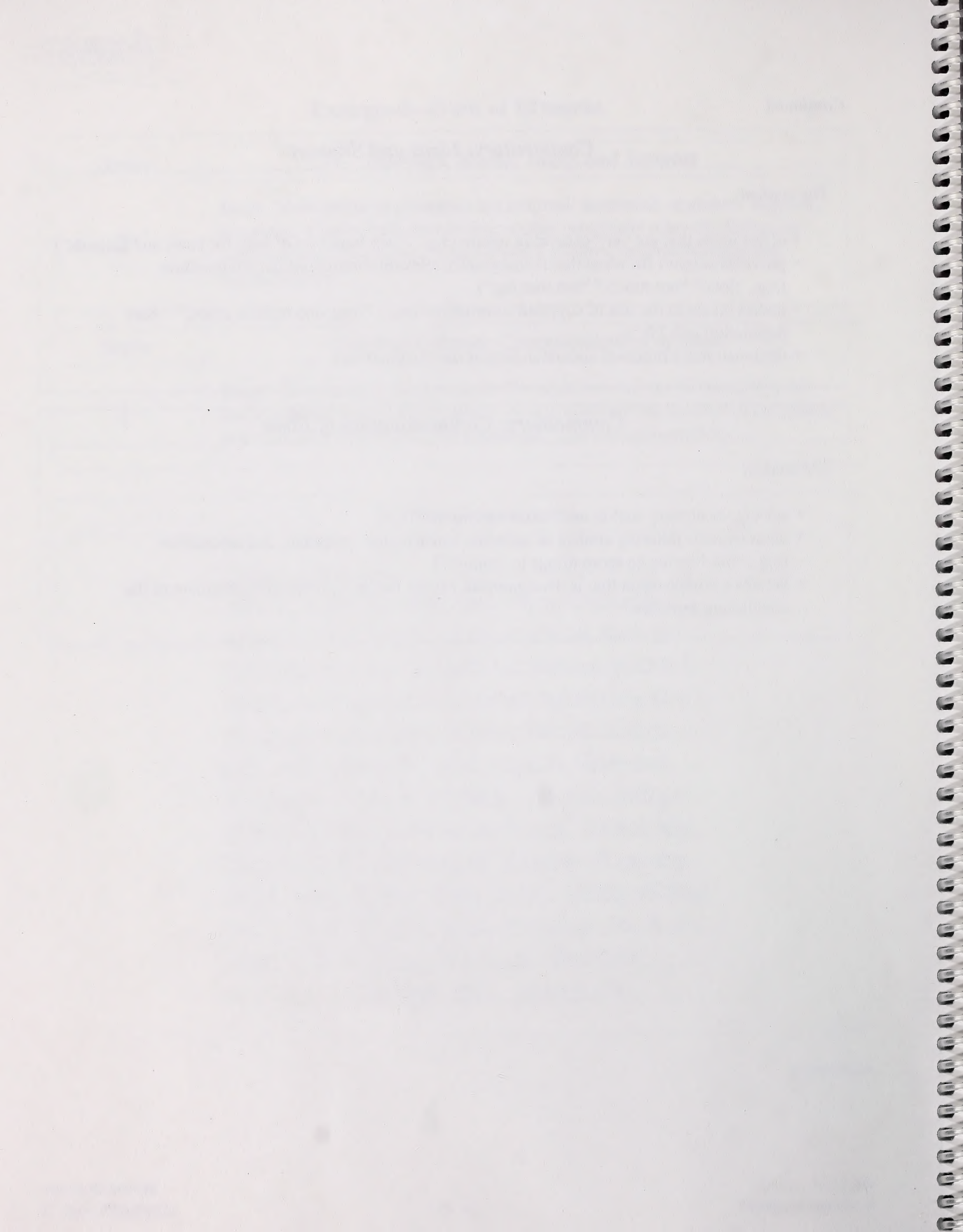
- offers ideas that are very general in nature (e.g., “they have lots of land for cows and animals”)
- provides support for ideas that is marginally relevant throughout the composition (e.g., “lots,” “not much,” “not that big”)
- makes errors in the use of supplied information (e.g., “over one million cities,” “there population is 3.2%”)
- demonstrates a minimal understanding of the assigned task

***Commentary: Communication of Ideas***

*The student*

- selects vocabulary that is ineffective and simplistic
- demonstrates faltering control of sentence construction, grammar, and mechanics (e.g., “but I better go more things to venture”)
- creates a composition that is disorganized, except for the appropriate placement of the concluding sentence







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